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TITLE	Exploring Values and Feelings in the Social Studies (Florida Competency Based Modules--SSV). Description of Teacher Inservice Education Materials.
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ABSTRACT

The inservice teacher education materials described are for teachers of all levels who wish to be acquainted with specific strategies for teaching value processes in social studies. Included in this informative report are the scope and sequence of module topics, activities and resources involved in use of the materials, ordering information, and a critique of the product. (JD)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: EXPLORING VALUES AND FEELINGS IN THE SOCIAL STUDIES (Florida Competency Based Modules-SSV)

Publication Date(s): 1974

Intended Users: Preservice and inservice teachers interested in a variety of approaches in the instruction of value processes

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Grade Level(s): All levels

Number: Individual or small group

Primary Focus: The program's intent is to acquaint the user with specific strategies for teaching value processes.

School subject(s) and/or inservice topic(s) covered:

Inservice topics covered are three specific strategies for exploring values and feelings. They are 1) "Raths, Harmin and Simon Valuing Process", 2) "Exploring Feelings", and 3) "Exploring Policy Questions.

What participant does in using the materials:

Participant takes pretest, reads through information given on various strategies and completes any practice activities. S/he then completes posttest and demonstrates an in-class application of his/her knowledge of the three strategies. This demonstration is evaluated by other participants (e. g., partners or members of small group.).

Resources:

All required material is contained within the module and consumables. A classroom situation will be needed, however, for the practical demonstration of knowledge gained.

Describer critique: This module presents the teacher with three possible approaches in the instruction of value processes. The three approaches provide good explanations and examples; however, their worth is somewhat diminished by low technical quality and reference to "he" where some may prefer "he/she". Because teaching values or value processes seems to be inherently controversial, teacher will need to consider projected community reaction before implementation.

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1.0 PURPOSES:

Rationale

This module uses a statement by Huber M. Walsh to present the rationale on which its contents are based. The statement reads as follows:

"Prominent authorities predict that values and the valuing process will be the areas in social studies receiving predominant attention in the coming years. There are many who will applaud such long overdue emphasis, for the attitudinal dimension of social studies is generally recognized as the weakest link in the instructional chain. Stress on this area is propitious for another reason also. Marked value differences, if not conflicts, are the basis of the generation gaps between parents and their children. Indeed, such conflicts between the values of the young and the Establishment are the foundations for the alienation of the new society from the old, and for the repudiation of society's traditional rules and regulations. This sort of value-oriented turbulence brings into question not only the entire value system of the nation, but also raises questions concerning the direction and efficacy of society's institutions charged with guiding attitudinal development in the young."

Purpose

"The purpose of this module is to acquaint the user with strategies for exploring values and feelings. These strategies are entitled:

1. Raths, Harmin and Simon Valuing Process
2. Exploring Feelings
3. Exploring Policy Questions"

Terminal Performance Objective

"The teacher will be able to design and implement instruction that facilitates value clarification and value analysis using teaching strategies from Raths, Harmin and Simon; Taba; and Hunt and Metcalf."

Enabling Objectives

"The teacher will be able to:

1. Identify and describe the seven steps of the "Raths, Harmin and Simon Valuing Process".
2. Describe the steps of the strategy entitled: 'Exploring Feelings'.
3. Identify and describe the strategy for 'Exploring Policy Questions'."

2.0 CONTENT — Scope and Sequencing of Topics:

This module presents the participant with various strategies for exploring values and feelings.

- Raths, Harmin and Simon Valuing Process
  "The process identified by Raths and associates is built upon seven criteria; unless something satisfies all seven of the criteria, it cannot be called a value. All together, the seven criteria describe the process of valuing. Repetition use of the process is a major step toward total moral development." The seven criteria are as follows:
  1. Choosing freely
  2. Choosing from among alternatives
  3. Choosing after thoughtful consideration of the consequences of each alternative
  4. Prizing and cherishing
  5. Affirming
  6. Acting upon choices
  7. Repeating

  "The strategy proposed by Raths rests on a specific method of responding to what a student says or does. This strategy is called "the clarifying response."

- Exploring Feelings
  "In this strategy students are encouraged to make inferences about how other people feel and why they feel that way; recognize the variety of possible emotional reactions to a given circumstance; relate what happens to other persons (or groups)facing emotional experiences they themselves have had; explore reasons for their own emotional reactions; compare their feelings with those of others and, if appropriate, generalize to feelings of people in general."

- Exploration of Policy Questions
  This strategy allows students to examine public policy issues in a "systematic and productive way. The strategy, based on the work of Hunt and Metclaf, has been further elaborated by Jack R. Fraenkel. It involves students in the following intellectual processes." 1) Defining the value terms in policy questions, 2) Predicting consequences, 3) Providing evidence for suggested consequences, 4) Appraising the consequences, 5) Justifying the criteria used.

A list of references is included as well as appendices of suggested activities using the above strategies.

This module is totally self-contained. For a variety of approaches, all strategies should be covered but they may be examined in any order. Teachers interested in a particular approach may want to limit their examination of the module to that particular strategy, although this is not recommended, due to the limited perspective it could create.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

The participant takes the pretest - - a score of 100% permits him/her to advance to the In-Classroom Assessment on page 27. Participants receiving less than 100% will work through the module. This includes reading "The Raths, Harmin and Simon Valuing Process", the "Clarifying Response", "Exploring Feelings" and Exploration of Policy Questions". Occassionally a practice exercise will be given such as, "Design a 20-30 minute lesson plan that utilizes Raths value process. Include questions that cover as many of the steps in the process (on page 8) as possible." After completing the knowledge portion of the module including the posttest, the teacher's practical application of this knowledge is evaluated. ...the In-Classroom Assessment can be used repeatedly to monitor progress towards competency attainment."

3.2 Help given in use of product:

All instructions are contained in the 38-page module. The pages are stapled together along one side and have a heavy paper cover. Consumables (1 set) are also contained within the module and number 17 pages.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Evaluation of teacher performance involves a pretest and posttest. The two tests are identical and give questions such as the following: "List the seven steps in the Rath's 'Valuing Process' in order" or, "The clarifying response is one strategy that a teacher can use to help students clarify their values. Which of the following statements is not a clarifying response?" (Four statements are given.) If the teacher receives 100% accuracy in the pretest s/he can then turn to the in-class assessment on page 27 of the module. The In-Classroom Assessment can also be used as an evaluation of the teacher's practical skill in the application of the presented knowledge.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

All required material is contained within the module and consumables. In lieu of an instructor, it is recommended that partnerships or small groups complete the module simultaneously to provide evaluators for the in-classroom application of the knowledge. Discussion groups or other enrichment activities could also be organized to supplement the presentation.

5.2 Distributor name/address:

Panhandle Area Educational Cooperative
411 West Boulevard South
Chipley, Florida 32428

(904) 638-4131

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
EXPLORING VALUES AND FEELINGS IN THE SOCIAL STUDIES	TOTAL $1.15			
module	$.95	No	1/participant	Yes
consumables booklet	$.20 each	No	1/participant	No

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

This module was prepared by Anna S. Ochoa, James J. Vaughan, Jr., and John H. Hansen, Florida State University, Tallahassee, Florida, for the Social Studies Teacher Training Project. Project Director was Anna Ochoa. Florida State University, Tallhassee, Florida.

6.2 How developed and when:

"These materials were produced under a contract administered through the Florida Educational Research and Development Program and coordinated in the Bureau of Teacher Education and Certification of the Florida Department of Education, Tallahassee, Florida." This module was copyrighted in 1974.

During the field-testing period, this module was used on around 20-30 practicing teachers in several Florida counties. Three years went into the development of this material before it was published.

6.3 Evidence of effectiveness with users:

The classroom teachers involved in the field-testing were asked to complete "revision sheets." These evaluation forms were then sent back to module developers. The developers based most of their revisions on the critiques supplied by the classroom teachers, thus ensuring a more effective program for other teachers to use in their inservice education training.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This material appears to be appropriate for teachers interested in teaching value processes. The material requires a small investment of time and only three approaches are outlined; therefore, the user should not expect a thorough treatment of all possiblities.

The material can be used individually, although accurate in-class assessment is more likely if module is completed in a small group setting. Other persons can then assist the participant in his/her evaluation.

The technical quality is not particularly high. For example, the questions, "How do you think Randy feel?" and, "Who has a different idea about how he feel?" found on page 21, demonstrate the lack of careful proofreading and editing.

Content accuracy/social fairness/community acceptance issues:

This module advocates the teaching of value processes as opposed to the teaching of specific values. The material presented appears to accurately reflect that point of view. Those who disagree with the module's basic premise may question the validity of the material.

The module makes an attempt to avoid sex bias by using "he/she" in the introduction; however, this avoidance of bias is inconsistent. The materials used as resources may offend some persons as they refer to the individual, student or person as "he".

Some communities may resent any attempt to teach values or value processes. Teachers should be aware of possible controversy within their community.

Overall summary/comment:

This module presents the teacher with three possible approaches to the instruction of value processes. The knowledge session is complemented by a final practical application experience. The three approaches provide the participant with valid possiblities; however, the worth of this material is somewhat restricted by low technical quality and unintended sex bias.